



**ST MARY'S
COLLEGE**

Pastoral Behaviour & Attitudes Policy

Name of policy	Pastoral Behaviour & Attitudes
Status	September 2023
Date of next review	September 2024
Lead Area	Trust Directors

Other related policies that support this policy:

This policy is to be read with reference to the Safeguarding, Anti-Bullying, Attendance, Mobile Phone and Suspension policies. The legal duties of the school under the 2010 Equality Act are recognised in reference to safeguarding and pupils with SEND.

September 2023

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1.Mission Statement

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself” (Mk 12:30-31)

Our school Mission Statement at St Mary's College places Christ at the centre of all that we do. Our Catholic faith provides a foundation of mutual love and respect to all within our organisation. The Catholic Life of the school permeates all aspects of life at St Mary's College and provides a perfect basis to develop excellent pastoral care for our pupils. As our Mission Statement expresses, the education we seek to provide young people is one that not only focuses on their academic success but one of a holistic nature.

St Mary's College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible. We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

The Pastoral Behaviour and Attitudes policy helps live out the aims of our Mission Statement; to provide pupils with the highest quality of education possible. Whilst this policy sets out clear guidance for the systems used, including both sanction and reward, the truly holistic nature of our pastoral care being aligned with our Mission Statement, allows for individual next steps, support plans and targets to be implemented for individual pupils, when required.

2.Our Values

We exist as a Catholic community to serve our students, welcoming them into a life with Christ. We strive to provide an authentic Catholic education unpinned by gospel values that create a truly holistic education for our young people. We value each individual as equal, regardless of nationality, gender, race, colour, sexuality or creed.

“All your children shall be taught by the Lord, and great shall be the peace of your children” (Isaiah 54:13)

We pride ourselves on exceptional standards of personal pastoral care, rooted in our Christian tradition and values of kindness, support, peace, justice, forgiveness and joy. We are an inclusive school, striving to provide a support and nurturing learning environment where our students can grow and develop spiritually and morally. It is through our holistic approach to education where students are supported to become culturally accepting, compassionate, conscientious and confident – our 4 SMC Student Characteristics.

“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”. (Proverbs 18:15)

3.Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Policy Principles:

At St Mary's College, we aim to create and maintain a safe and consistent learning environment, underpinned by a pastoral system which promotes the wellbeing of all pupils.

'I have come so that they may have life, and have it to the full' John 10:10

The policy is to secure outstanding teaching and learning within an ethos that promotes outstanding behaviour, self-discipline, respect, high standards of achievement and transparent and just application. Pupils should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are celebrated within the school and wider community.

Our Pastoral Behaviour and Attitudes Policy is designed to:

- Reflect the school mission statement in all aspects of school life
- Acknowledge and celebrate behaviour that leads to successful learning and creates an extremely positive school ethos
- Encourage pupils to value and respect themselves and others
- Be applied consistently by all staff at all times and in all parts of the school
- Encourage self-discipline and personal responsibility in lessons, during unstructured time and whilst travelling to and from school
- Encourage a caring, respectful and considerate attitude to others
- Be clearly understood by staff, pupils and parents/carers.

Our principles are lived out with reconciliation at the heart of our relationships.

'Be kind and compassionate to one another, forgiving each other, just as Christ forgave you'. Ephesians 4:32.

5.Roles and Responsibilities

It is the responsibility of all staff to collectively uphold the high standards and expectations, meaning all staff must challenge instances of poor behaviour.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

4.1 Roles and Responsibilities of the Principal and Vice Principal for Pastoral Care:

- Review the policy and present changes where required.
- Ensure that the school environment encourages positive behaviour in line with the Catholic ethos of the school.
- Ensure that all staff deal effectively with poor behaviour, and understand the behavioural expectations and importance of maintaining them.
- Monitor the implementation of the policy to ensure rewards and sanctions are issued consistently to all groups of pupils.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensure this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary.
- Ensure that the pastoral data is reviewed regularly to review and adjust support for individual pupils when required.

4.2 Roles and Responsibilities of Pastoral Leaders and Heads of Year

- Regularly review the behaviour data to support and challenge pupils.
- Communicate with parents and carers to address any behavioural and pastoral concerns, meeting with home where necessary.
- Communicate with subject teachers where required, detailing particular circumstances and suggestions of support for pupils.
- Support pupils with a range of social, emotional and well-being needs that may have an impact on positive behaviour in school.
- Complete referrals for external agencies when pupils require further support.
- Liaise with the SENCO in fortnightly SEN meetings to discuss pupils, strategies and plans where required.
- Liaise with departmental leads, supporting with reconciliations and building positive relationships.

4.3 Roles and Responsibilities of Heads of Department / Faculty

- Oversee and monitor behaviour in their subject area to ensure a positive and focused learning environment.
- Implement departmental reports, strategies and support plans for pupils finding the subject challenging.
- Communicate with home, including meetings, when the behaviour issue is isolated to a subject area.
- Liaise with pastoral teams to improve behaviour of individuals/classes.

4.4 Roles and Responsibilities of Teaching Staff:

- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils, such as ensuring any SEND needs are met on an individual basis whilst still ensuring that this approach enables staff to operate within the parameters of the Behaviour and Attitudes Policy.
- Record and report behaviour incidents promptly
- Challenge and support pupils to meet the school's expectations and standards.

6.The Pastoral Centre

The Pastoral Centre is located on the 'P' corridor and is used to house pupils for a multitude of reasons. This is a safe place where pupils are able to reflect on their behaviour choices, or in some instances for supervision whilst they complete independent work. Examples of when pupils can be in the Pastoral Centre may include but are not limited to:

- Receiving a yellow card
- Investigation of / sanction for a pastoral incident.
- Behaviour issues during unstructured time.
- Uniform defiance.
- Appearance issues, such as an extreme haircut, piercings and false eyelashes.
- Punctuality issues – Late Gate sanctions.

Pupils may also be in the Pastoral Centre due to injury / medical reasons preventing them from accessing specific areas of the school. The Pastoral Centre is staffed by a Pastoral Manager and a Behaviour Assistant, working alongside the Vice Principal and Assistant Head Teachers with responsibility for Pastoral Care.

When a student is placed in the Pastoral Centre, parents/carers will be notified by the year team.

7.Responding to behaviour: Behaviour expectations, Systems and Sanctions.

To effectively support pupils, our commitment to pastoral care is at the heart of our systems and sanctions. Our pastoral care support structure allows for a graduated response to help pupils who are struggling to make the right choices. Our 3-tiered system helps provide first quality pastoral care that is student-centred and increases the support then student needs it the most. Our structure recognises that there are reasons behind student behaviour and looks to holistically support individuals.

Pastoral Support Structure

❖ **Personal Tutor**

Meets regularly with tutees to discuss success and areas for support. Sets individualised targets and holds one-to-one meetings.

❖ **Additional support from Year Team**

The Year Team monitors attendance concerns and behaviour. Parental meetings are held and targets are set. Pupil reports to the Year Team and this is reviewed fortnightly.

❖ **Referral to Wellbeing Practitioner or external agencies**

A further need to support a student has been identified by the Year Team requiring additional expertise and regular support. This may be done internally through our Wellbeing Practitioner or external support: for example through the Thrive Hull Offer.

❖ **Additional Support from Key Stage Coordinators and Pastoral Behaviour Manager**

Bespoke support is coordinated by specialist pastoral practitioners. A 360 review of the child's needs is completed, and progress is mapped. As a result of this process, strategies are shared and implemented across pastoral and academic pathways.

❖ **Support from Footprints and bespoke project work catered to emerging needs. Mentoring provided alongside a learning engagement practitioner.**

Project work is identified to support additional needs – specifically SEMH. This can include gardening, art therapy, wellbeing projects, physical wellbeing, community projects and AQA Awards qualifications.

❖ **Outreach education to support career aspirations**

Outreach provision are used for 1 day a week to support post-16 career aspirations and engagement with school including Mechanics, Hairdressing and Construction.

❖ **Manage Move Placement**

Pupil is offered a Manage Move in agreement with parent and carers to support reintegration into a mainstream school setting. A robust handover is actioned and reviewed at a 6 week point formally with the original and host school. Year Team check in weekly and contact home regularly to support transition. If successful, the pupil is taken onto a single register at the host school, normally after 12 weeks.

❖ **Full time support in Footprints Alternative Pathway- academic and blended SEMH support from Wellbeing Practitioner and tailored support plans (IBP and PSP)**

Small group teaching takes place in Footprints and is blended with additional SEMH support alongside access to outreach provisions. Tailored support plans are put in place and reviewed with parents and carers.

❖ **External full-time education offsite**

Specialist support both academic and pastoral is provided in an offsite provision such as a Pupil Referral Unit or Medical PRU.

Tier 1 Universal Support

Tier 2 Targeted Support

Tier 3 Intensive Support

7.1 In the classroom

Expectations: The Classroom Code

1. Arrive on time and take off your jacket.
2. Take out your equipment and get ready to start the lesson.
3. Stand to start the lesson with the sign of the cross.
4. Sit down in silence when invited to by the teacher.
5. Listen attentively when the teacher is speaking and when another student is contributing to the lesson.
6. Put up your hand when you want to ask a question or make a contribution to the lesson.
7. Wait until you are asked to speak.
8. Be respectful, polite and cooperative.
9. Work hard.
10. If you need help – ask.

Yellow card

For low-level disruption, the 1,2,3 warning system is used. Warnings are given when the classroom code is not followed. Teaching staff implement the following steps:

X1 warning issued – write the name on the board.

X2 warning – tick or write x2 next to the name on the board. Where possible pupils should be moved seats in the classroom.

X3 warning – student is asked to leave the classroom and given a yellow card.

Pupils who have been given a yellow card are picked up by a member of staff on 'Learning Walk' and taken to the Pastoral Centre on the P corridor. Learning Walk is staffed by senior and middle leaders. They will collect the student's belongings from the classroom. Upon arrival at the Pastoral Centre, the following steps are taken:

- The yellow card is logged on a central spreadsheet.
- Students receive a reminder the following day of their yellow card detention.
- Pupils remain in the Pastoral Centre for the duration of the lesson that they were 'yellow carded'.
- Pupils are expected to attend a yellow card detention the following day. Pupils have 2 opportunities to attend. Failure to attend on the second occasion will result in a morning in the Pastoral Centre. Parents/carers will be contacted.

Year Team actions:

1. Send a text home when a child has received a yellow card.
2. HOY / pastoral team and personal tutor speak with the student the following morning.
3. HOYs monitor the number of yellow cards issued and direct their team to specific lessons (hot spots) that may require further support.
4. Reports are issued to pupils who receive frequent yellow cards (outlined in the table below). This is also the case for pupils who regularly receive x2 warnings across a range of lessons. Parents / carers are contacted when a child is placed on report.
5. Where behaviour is escalating, HOYs liaise with relevant colleagues across the school to ensure pupils are fully supported. For example, HOYs liaise with the SENCO to work with teachers ensuring needs are fully met, with the safeguarding team to offer additional 1:1 support or offer referrals to outside agencies.

<p>Tutor Report (white):</p> <p>Multiple 2 warnings/ 1 yellow card.</p> <p>Parental/carers phone call about report. Weekly parental contact of report feedback</p>
<p>Mentor Report (white):</p> <p>Multiple 2 warnings/ 1 yellow card</p> <p>Parental/carers phone call about report. Weekly parental contact of report feedback</p>
<p>AHOY Report (white):</p> <p>2 yellow cards</p> <p>Parental/carers phone call about report. Weekly parental contact of report feedback</p>
<p>HOY Report (green):</p> <p>3 yellow cards/behaviour concerns around site</p> <p>Parental/carers meeting. Weekly parental contact of report feedback</p>
<p>KS3/KS4 Pastoral Coordinator (red):</p> <p>5 yellow cards</p> <p>Parental/carers meeting. Weekly parental contact of report feedback</p>
<p>Senior Link Report (red):</p> <p>6 yellow cards/behaviour concerns around site</p> <p>Parental/carers meeting. Weekly parental contact of report feedback</p>
<p><u>Individual Behaviour Plan (IBP):</u></p> <p>Continuing poor behaviour choices in the classroom or around school</p> <p>Parental Meeting. Daily and weekly report feedback. Formal review meetings.</p> <p>Success on this report will result in lowering the report level and then being removed from report</p> <p>Poor engagement with the report process may result in exploring other options such as a managed move</p>
<p><u>Pastoral Support Plan (PSP):</u></p> <p>Continuing poor behavior choices in the classroom or around school. Parental Meeting.</p> <p>Daily and weekly report feedback. Formal review meetings. Success on this report will result in lowering the report level and then being removed from report. Poor engagement with the report process may result in exploring other options such as permanent exclusion</p>

Department Sanctions:

- Class teacher to call home after each YC.
- Departmental Report issued after x2 YC – Class teacher to call home.
- Reconciliation facilitated by HoD.
- HoD to contact home after x3 YC.
- HoD to facilitate a parent meeting after x4 YC & reviewing groupings.

Pastoral Incident

For incidents that are more serious and cannot be dealt with through the warning system, pastoral incidents are used to put appropriate sanctions in place. Pastoral incidents occurring in the classroom require Learning Walk to collect the student from outside of the classroom.

Pastoral incidents may involve the following behaviour: (this is not an exhaustive list)

- Bullying
- Any form of inappropriate comments / conversation which is racist, sexist, homophobic, transphobic, of a threatening nature etc.
- Persistent defiance towards the member of staff
- Aggression towards MOS or pupils.

Sanctions for a pastoral incident:

- Pupils will be asked to write a statement outlining what has happened.
- Any other pupils involved will be placed in the Pastoral Centre where necessary and asked to complete a statement. Student witnesses will also be asked to provide a statement.
- Members of staff will also provide details of the incident.
- Each pastoral incident will be investigated on an individual basis and relevant sanctions put in place.

*Pastoral incidents may also occur outside of the classroom. The same investigative procedure will apply.

7.2 Unstructured time – The SMC Standard.

To address behavioural issues during unstructured time (before / after school, break and lunch, changeover of lessons), a focus on our 'SMC Standard' involves Conduct Points being issued should behaviour and choices not be aligned with the school's expectations. These can be issued for a range of things, such as incorrect uniform, dropping litter, poor conduct around the site, slow movement to lessons etc. This is not an exhaustive list and Conduct Points can be given in any instance of pupils not meeting the school's expectations. Sanctions for receiving Conduct Points are as follows:

X3/4 conduct points – After school detention on a Tuesday

X5 conduct points – Half a day in the Pastoral Centre.

X6 or more conduct points – Pupils will be in the Pastoral Centre and a meeting with parents / carers will be arranged.

Conduct Points run on a 3 weekly basis and will be wiped at the start of each 3-weekly cycle.

The SMC Standard



7.3 Outside of school.

The school expects pupils to behave well out of school: on journeys to and from school and school events, when travelling to other venues for school activities, and on school trips. Pupils' behaviour should be orderly and respectful of the people and environment around them. Pupils are still representatives of the school even when not on the school site.

Instances where pupils have brought the name of the school into disrepute will be investigated and can result in pupils being sanctioned, including the use of suspension.

7.4 School buses

Pupils' safety and wellbeing matters at all times including their journey to and from school. As school buses are not staffed by adults there is the possibility that pupils may feel worried or more vulnerable at this time of the day. As a result of this, it is important to have systems and procedures in place to monitor the school buses in order to safeguard the welfare of pupils during these times.

The school will:

- Have a named member of the SLT (supported by school admin) responsible for overseeing pupil safety and wellbeing on school buses.

- Make regular contact with the named service provider in order to build mutual understanding and a strong working relationship.
- Regularly check the inside of the buses.
- Ensure a member of staff is appointed to be on duty at the start and end of each day to ensure pupils can report any concerns.
- Liaise with the service provider and Local Authority to ensure that any concerns are addressed promptly.
- Advertise, interview and appoint 6th form bus monitors to ensure daily monitoring of the bus environment and conduct of pupils.
- Have a staged intervention approach to challenge pupils whose behaviour may put themselves, other pupils, the driver and the public (including other road users) at risk of harm.

Sanctions for poor behaviour on school buses

When the school receives a report of poor behaviour on a school bus from the bus monitor, the driver or a member of the public, it will investigate and take statements. When the pupils have been identified the following staged intervention will take place:

1. Verbal warning by HOY/SLT – home notified.
2. Written warning by HOY / SLT.
3. Ban from the school bus – the duration of time to be decided depending on the time of year and proximity to the next half term.

All stages of the bus warnings are logged by the Behaviour Manager in the Pastoral Centre.

7.5 Detentions:

Detentions are given as a sanction for both pastoral and departmental behavioural issues. Listed below are the detentions that a child can receive. This is not an exhaustive list, as a classroom teacher or member of staff may deem it appropriate to sanction a child with a personal detention.

Pastoral Year Team Detention.

These detentions are run by the HOY / AHOY for each year team every lunch time. Reasons for detention:

- Lack of equipment.
- Minutes late
- 2 warnings (10 mins per set of 2 warnings)
- Uniform issues

Department Detentions

These detentions are run by the HOD / HOF and TLR holders within the department on a designated lunch time. Reason for detention:

- Persistent 2 warnings (this is a departmental matter)
- Poor quality of work / engagement.
- Lack of subject specific equipment e.g. exercise book (more than once).

Senior Staff Detentions

Senior Staff Detentions are run by the Senior Link on a designated lunchtime for the year group. These are inputted by the Year Team, staff should not enter these. Reasons for an SLT detention are:

- Failure to attend Pastoral Year Team Detention
- A behaviour incident that warrants a higher sanction than a Year Team detention.
- Mobile Phone confiscation x2
- Persistent uniform issues
- Chewing gum.

After School Detentions

These are run by SLT on a Wednesday after school in the PC until 4.30pm. These are inputted by the Year Team, staff should not enter these. Reasons for an ASD detention include:

- Failure to attend a Senior Staff detention.
- A behaviour incident that warrants a higher sanction than a Senior Staff e.g. vandalism of school property.

SMC Standard Detentions

These are run by the pastoral teams on a Tuesday after school until 4.15pm.

Reasons for the detention will be due to receiving 3 or more Conduct Points for behaviour and choices during unstructured time which have not reached the expectation of the school.

Homework Detentions

Please see the homework policy outlining the sanction system for failure to complete homework.

7.6 Behaviour plans and reports.

Where relevant, pupils can be placed on a report to monitor their behaviour. A child can be put on report to monitor their behaviour from the Head of Year or Head of Department.

Pastoral Year Team reports:

There are many layers of behaviour reports to help support pupils improve their behaviour and receive the correct level of support they need to be successful in their lessons:

- Tutor report – multiple 2 warnings / 1 yellow card
- Mentor report Multiple 2 warnings / 1 yellow card
- AHOY report – 2 yellow cards
- HOY report – 3 yellow cards
- Pastoral coordinator report – 5 yellow cards
- SLT report – 6 yellow cards / behaviour concerns around the site
- Individual Behaviour Plan – Continual poor behaviour choices
- Pastoral support plan - Continual poor behaviour

Where pupils receive an internal or external suspension, they will complete a post-suspension report.

Departmental report:

- Departments will use reports to monitor a child in a subject area.
- Reports will be sent home when complete.
- A student may be on report due to persistent low-level disruption, lack of effort, or poor quality of work. This is not an exhaustive list.

Parents and carers will be notified when a student is placed on report

8. SEND

Children with SEND form an invaluable part of our school community. We also recognise that they may face barriers to learning that other children find easier to navigate. Therefore, staff are trained throughout the school year regarding how to meet the needs of children with SEND, alongside bespoke pupil passports with key strategies for individual pupils. The Behaviour Policy still applies to all SEND pupils, but it will be actioned judiciously and according to the needs of individual learners. SEND pupils are not to be treated explicitly differently to others, but reasonable flexibility is built into the policy to allow SEND pupils to understand expectations but have the support and reasonable adjustments in place to meet them.

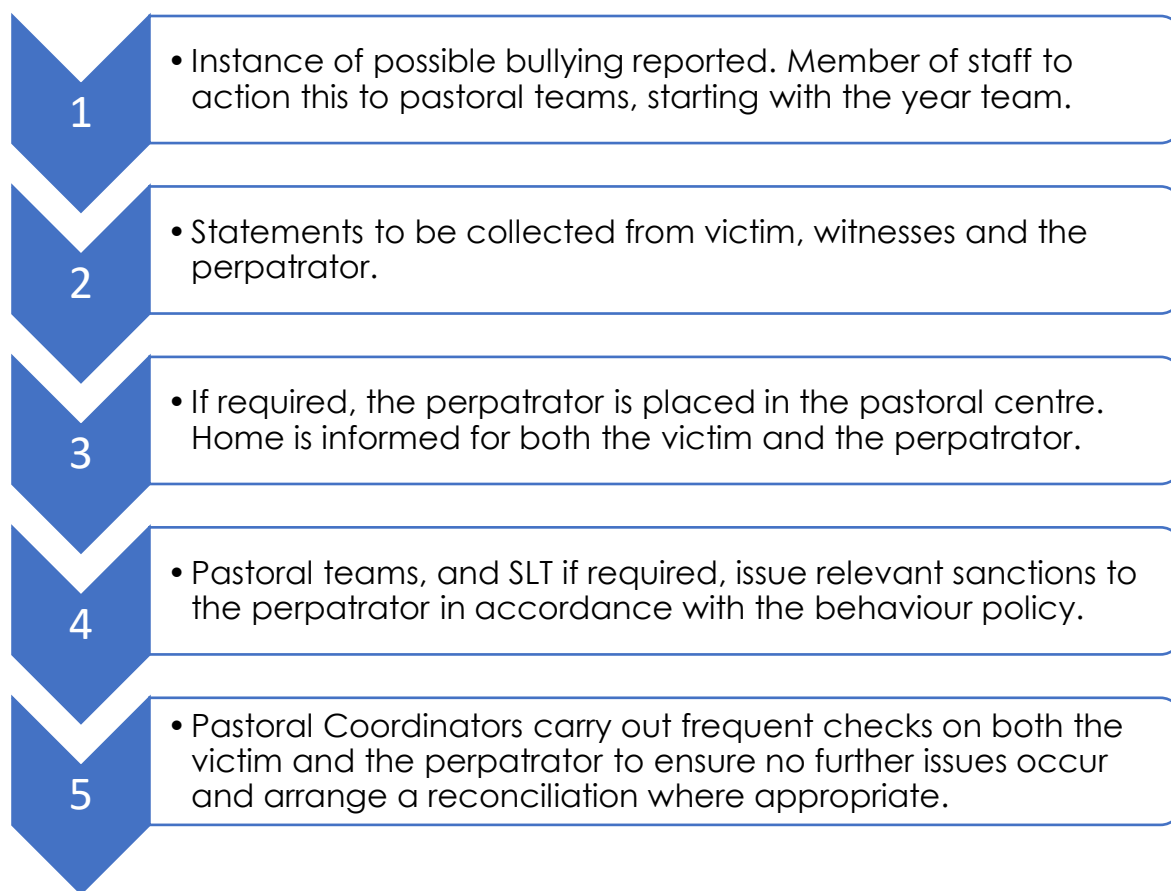
Our SEND pupils are complete, fully realised people with important and unique qualities who, like all other pupils, at times, need more help and support in order to meet our behavioural expectations.

9 Inappropriate behaviour

All instances of inappropriate behaviour is taken extremely seriously and dealt with in a timely manner.

8.1 Bullying

Please see the St Cuthbert's Trust Anti-Bullying policy. This includes instances of transphobic and homophobic bullying. At St Mary's College, we follow the Trust Policy and adopt the following routines when dealing with an instance of bullying:



8.2 Racism

Instances of racism are dealt with seriously and sensitively by Heads of Year and Pastoral Senior Leaders. Any case of racism is dealt with on an individual basis, with relevant sanctions being put in place and further educational support provided for the perpetrator. There is a zero-tolerance approach to racism at St Mary's College.

- Any instances of racism are placed on the racism log and both the perpetrator and victim are monitored and supported.
- Referrals and support from the local PSCO are made as required.
- The safeguarding team are notified with a designated member of the team checking in on the victim to ensure there have been no further incidents.

8.3 Child on child abuse

Behaviour which is classed as 'child on child abuse' is detailed in the St Mary's College Safeguarding and Child Protection Policy.

8.4 Online behaviour

The use and/or potential misuse of social media, messaging services and other online / digital behaviours will be responded to in accordance with school policies. The recording, uploading, sending or social sharing of images, videos or messages that incite poor behaviour, threaten, harass, or behave negatively towards others is deemed inappropriate behaviour. Those who misuse social media or digital methods of communication will be sanctioned accordingly and the relevant authorities alerted in serious instances.

10 Suspensions including permanent exclusion

Behaviour which can result in suspension or permanent exclusion can be found in the St Mary's College Suspension Policy.

11 Prohibited items

Pupils are prohibited from bringing the following items to school:

- Alcohol
- Drugs and drugs paraphernalia
- Tobacco / cigarettes / vapes / vape and smoking material
- Guns (including air and pellet guns, any kind of toy imitation gun or firearm, and water pistols)
- Knives, including pen knives and any kind of toy or imitation knife or any sharp instrument.
- Fireworks, caps and matches
- Glass bottles
- Stolen items
- Chewing gum
- Laser pens
- Large sums of money
- Pornographic images
- Any additional item that it identified as a 'prohibited item' in DfE guidance

The list above is not exhaustive and other items can be classed as prohibited. In line with DfE guidance, pupils can be searched without consent should there be a concern about having a prohibited item in their possession.

12 Mobile Phone

Mobile phones should not be used by pupils when on the school site. Phones should be switched off and placed in student bags. For further details of sanctions for the use of mobile phones on the school site, please see the mobile phone policy.

13 Uniform

Uniform and appearance expectations are communicated regularly to parents and carers. The uniform letter can be found on the school website and is clearly displayed in all social areas.

There is a tiered sanction system which is covered by the 'SMC Standard' focus. All uniform issues are addressed by all members of staff at all times. Persistent violations of the uniform expectations can result in pupils being placed in the Pastoral Centre. This is also the case for piercings, haircuts, and any physical modifications to the appearance (such as false eyelashes and nails) that cannot be rectified. It should be noted that as a school we work in line with The Equality and Human Rights Commission, recognising that different types of hair, such as afro, require different treatment and care to European hair. The final analysis of

whether a haircut is deemed appropriate or otherwise is left to the judgement of Heads of Year and Senior Leaders.

Skirt Expectations

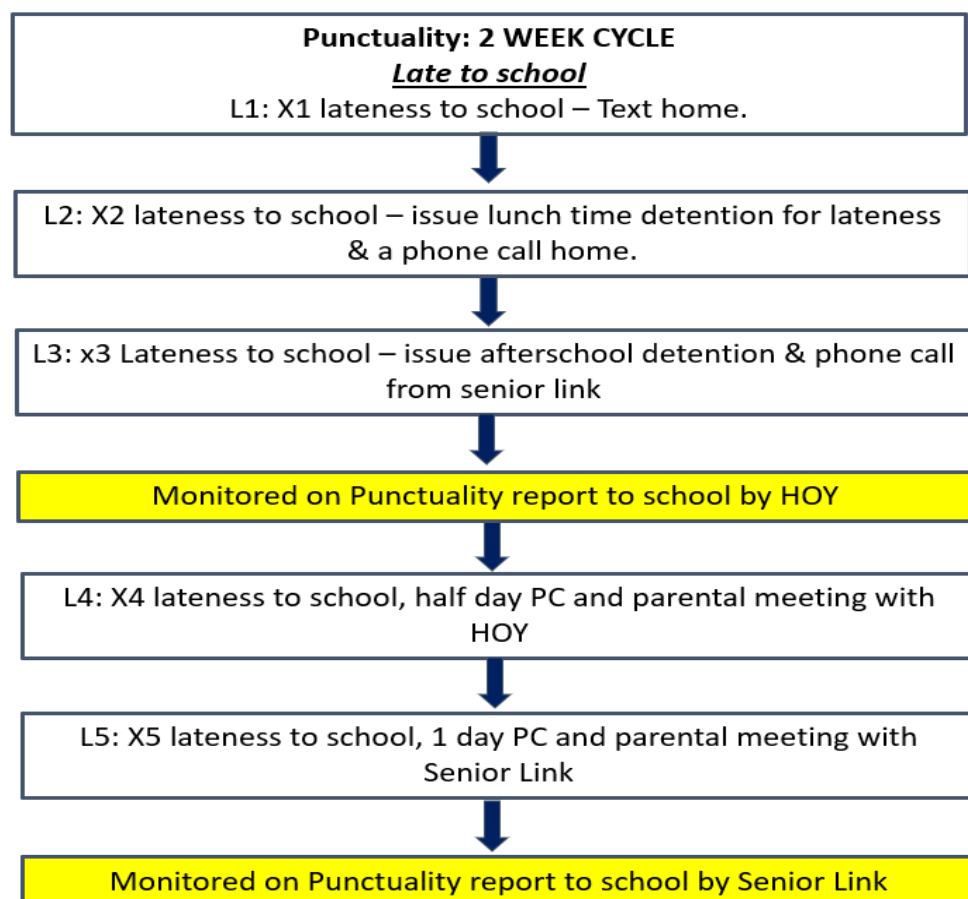
Uniform is business dress and skirts should be of an appropriate length and material. In other words, skirts that are too long or too short are not allowed. The acceptable length ranges from just above the knee to just below the knee. Extreme skirts lengths are not allowed and skirts should be 'mid grey' & of a 'smart plain' style. Year 7 and 8 pupils from September 2023 are required to wear the tartan navy skirt. Furthermore, in the interests of health & safety, skirts should be neither too tight or too loose fitting. Skirts made of 'jersey' or stretchy material are not allowed. Jumpers must not be tucked into skirts. It should also be noted that skinny trousers are not permitted.

In accordance with our uniform & conduct sanction system, pupils have 5 opportunities to rectify skirt length and material before being **required** to wear the navy tartan school skirt. These sanctions are logged on our school system.

14 Punctuality

Punctuality is a key focus for all pupils. Lateness to school and to lessons disrupts learning for other pupils and those with poor punctuality are missing out on key learning. 'Late Gate' runs in the mornings during form time. Late gate is designed to address lateness to school to help pupils be ready for the professional workplace.

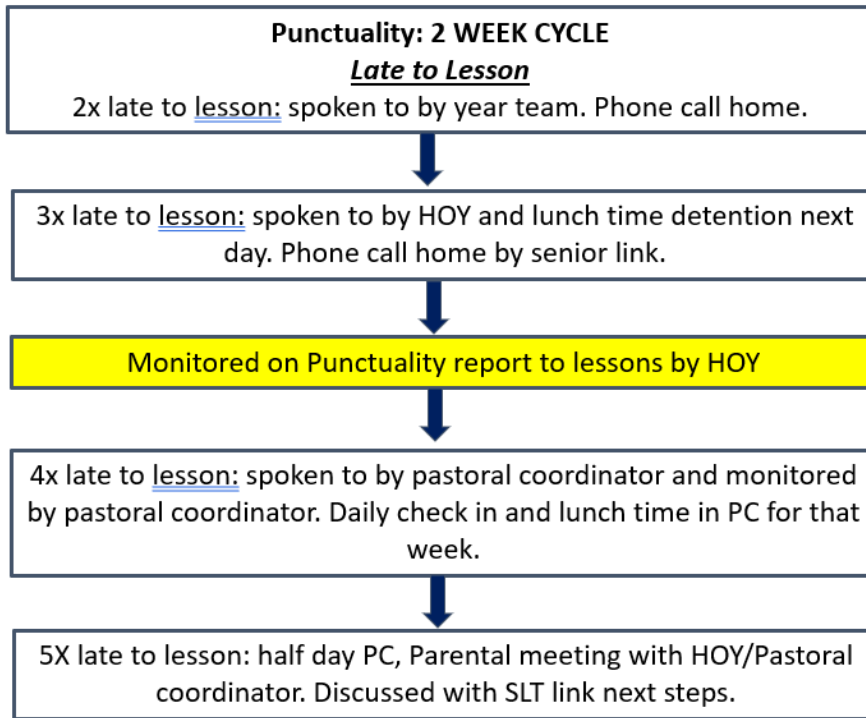
Late Gate sanctions: Punctuality to school



Late to lessons:

Pupils receive a detention the following day for lateness to lessons.

HOYS run daily reports for lateness and send letters / make phone calls home with punctuality concerns.



15 Rewards

Rewarding pupils is central to success at St Mary's College. Pupils deserve to be rewarded and this creates a positive and motivated learning environment where pupils want to achieve the best they can.

Each week pastoral teams run a 'Tutor Group Challenge' which combines the efforts of all members of the tutor group in aspects such as behaviour, punctuality, rewards in the classroom etc.

The rewards system combines all aspects of school life to create a holistic approach to celebrating student achievements. Pupils will be awarded points on Edulink, and set amount of points result in being able to pick from a selection of prizes at the reward 'shop' which is held in social areas 3 times per half term. The aim across the academic year is to become an 'Exceptional Ambassador of the school' with 2,000 points.

Points & Prizes table

Points	Prizes	Pin Badge / Certificate
100	Confectionary item / one item of Stage 1 Merch	
200	Confectionary item / one item of Stage 1 Merch	
300	Confectionary item / one item of Stage 1 Merch	
500	Bronze Certificate	Bronze
650	Confectionary item / one item of Stage 1 or 2 Merch	
800	Confectionary item / one item of Stage 1 or 2 Merch	
1000	Silver Certificate	Silver
1250	Confectionary item / one item of Stage 1 / 2 / 3 Merch	
1500	Gold Certificate	Gold
1750	Confectionary item / one item of Stage 1 / 2 / 3 Merch	
2000	SMC hoodie & special award.	Exceptional Ambassador
2000+	For every additional 200 points, pupils can have any stage of Merch of their choice.	

Awarding points:

Points come from a wide range of aspects of school life to create a truly holistic rewards system that is inclusive for all pupils.

Classroom Points:

Excellent Effort = 1 point	Employability skills:	Creativity:	Participation:	Progress:
Examples of what excellent effort can be awarded for:	Professionalism / work ethic / collaboration / critical thinking	Performance / artistic / written skills.	Group work / verbal answers / sharing ideas and experiences.	Improved work / impressive effort /
Outstanding Work = 1 point	Written Work	Group Work	Communication	Assessed Work

Examples of what outstanding work can be awarded for:	Extended writing / exam response / class tasks	Collaboration / teamwork / leadership	Oracy Skills / excellent use of vocabulary.	Making exceptional progress
Respect & Tolerance = 1 point	Demonstrating British Values – democracy, respect & tolerance.	Helping others, supporting peers, working with others.	Knowledge & application of Protected Characteristics.	Listening, respecting views of others, and considering different opinions.
Examples of what respect and tolerance can be awarded for:				
Homework = 3 points	Awarded each time work is completed.			
GNF = 5 points	When a MOS feels that home needs to be notified - any category above & more. A text will automatically be generated.			

Pastoral Points:

Tutors will award Pastoral Points once a week for each category below. Pastoral Teams will also issue points where improvements/contributions have been made.

Attendance = 10 points	Weekly - by the tutor in form time for 100% and improved attendance.
Punctuality - = 10 points	Weekly - by the tutor in form time for no lates that week & by Pastoral Teams for improvements
CW contribution = 5 points	Weekly - by the tutor. Pastoral team / Chaplaincy for additional contributions.
Uniform = 5 points	Weekly - by the tutor during uniform check

Unstructured time:

Exceptional Conduct = 10 points.

This can be awarded by all staff to pupils who demonstrate exceptional conduct around the school site. This could be for voluntarily putting litter in the bin, demonstrating excellent manners, helping those in need – to name but a few.

Attendance at clubs, revision and progress support:

Attending an extra-curricular club = 10 points

Attending a revision session = 10 points

Attending progress support = 5 points.

Rewards are an essential part of our daily school life and allow for all individual pupils' achievements to be recognised.

*Different points initiatives will be introduced throughout the academic year.